Dear Parents and Caregivers

Welcome back to our Kirwan families for the last term of 2013.

I would particularly like to welcome the many new families who have joined the Kirwan school community this term. You have certainly come at a busy and exciting time in our calendar. I wish you and your child a successful, positive relationship with the school.

As you can imagine Term 4 is something of a whirlwind! Please see below some calendar dates and get out your organiser to write these in:

♦ 21 October - Student Free Day
♦ 8 November - Prep Come and Try (number two)
♦ 8 November - Nominations for School Leaders paperwork distributed
♦ 13 November - Music Information Night
♦ 15 November - Nominations for School Leaders due
♦ 21 & 22 November - Elections/Speeches for School Leaders
♦ 6 December - Whole School Transition
♦ 6 December - Awards Ceremony (Years 3 – 6)
♦ 9 November - Community Christmas Concert (carols and dance) on the oval
♦ 11 December - Report cards issued
♦ 11 December - Year 7 Graduation

LEADERSHIP APPLICATIONS

This term is also the time when we begin to look for our future leaders for 2014. As you know our students currently in Year 5 will also become leaders in their final year of Primary School. In week 5 (8 November) we will commence the process of selecting school leaders for next year. There are a number of stages in the leadership process:

• Written application signed off by parents;
• Speech in front of peers and school administration;
• Voting process.

Students will also have the opportunity to talk to our current leaders about their roles and the benefits of being a leader for the school before they make the commitment to be a potential school leader.

Donna Cockrem
Acting Principal
Students will be commencing their units for Term 4 this week and we will be profiling curriculum in the classroom in the newsletters over the term to look out for our students and their fantastic work. Below is a quick outline of what our students will be doing in English this term.

Prep - Responding to texts
Students will have multiple opportunities to read, examine and respond to literature and explore text structure and organisation. Students will create a short imaginative multimodal text which includes illustrations. They engage in multiple opportunities to learn about language, literacy and literacy within the five contexts of learning — focused teaching and learning, play, real life situations, investigations and routines and transitions.

Year 1 - Creating digital procedural texts
Students listen to, read, view and interpret traditional and digital multimodal texts, to explore the language and text structures of instruction in literacy and information contexts. Students create a digital multimodal presentation of a procedure from a literary context.

Year 1 - Creating digital texts
Students listen to, read, view and interpret a range of narrative texts to create a digital innovation on a favourite story. Students present a spoken justification about the choices for their innovation.

Year 2 - Exploring plot and characterisation in stories
Students explore a variety of stories including dreaming stories, picture books, traditional tales and digital text to explore how stories use plot and characterisation to entertain and engage an audience. Students create a written imaginative event to be added to a familiar narrative with appropriate images that match the text. Students present their written event to their peers.

Year 2 - Exploring narrative texts
Students read, view and listen to a range of stories from other cultures. They create a written retell of an event in the life of a person or character from one of the stories studied.

Year 3 - Reading, writing and performing poetry
Students listen to and read poetry about different places in Australia. Students create and perform a written poem that includes the use of imagery and sound devices.

Year 3 - Reading, writing and responding to people’s stories from the past
Students listen to, read and view informative and imaginative texts set in the past about people and their experiences. They write a letter in role as one of the characters from a selected text retelling their experiences.

Year 4 - Interpreting literary texts
Students listen to, read and view a range of nonfiction and multimodal persuasive procedures and advertisements from different times. They demonstrate understanding of these persuasive texts through written and spoken responses. Students focus on techniques and language features used to persuade the product’s target audience and justify opinions to peers during a panel discussion.

Year 4 - Designing persuasive texts
Students read and view a range of product packaging. Students demonstrate understanding through written responses to reading and viewing comprehension, focusing on persuasive techniques used in breakfast cereal packaging. Students design and promote a breakfast cereal package using persuasive language and visual techniques.

Year 5 - Exploring narrative through novels and film
Students listen to, read and view films and novels with a range of characters involving flashbacks or shifts in time. They create a written comparison of a novel and the film version of the novel. They demonstrate understanding of positioning of characters in a chosen film through a viewing comprehension.

Year 5 - Reviewing narrative film
Students listen to and view narrative films and spoken, written and digital film reviews to create a written review of a chosen film. Students express and justify opinions about the film during a panel discussion.

Year 6 - Comparing texts
Students listen to, read, view and analyse literary and informative texts on the same topic. They identify the author’s message and compare the effects of language, structural and visual features on the audience. They compare selected texts persuading others to a particular point of view during a debate.

Year 6 - Transforming a text
Students read and compare literary and informative texts such as websites or information books that deal with a sustainability issue. Students transform an informative text into a literary text for younger audiences.

Year 7 - Exploring perspectives in poetry and songs
Students listen to and read a variety of poems and songs that put forward different points of view. They create and present a spoken response to persuade that a song is an effective form of social comment.

Year 7 - Re-imaging poetry
Students listen to and read a variety of poems. They select a poem and transform it into a multimodal presentation to communicate its ideas or messages in a different way.
1. Use Genuine Encounter Moments (GEMs) – Your child’s self-esteem is greatly influenced by the quality of time you spend with him/her, not the amount of time. With busy lives, we are often thinking about the next thing that we have to do, instead of focusing 100% of our attention on what our child is saying to us. We often pretend to listen or ignore our child’s attempts to communicate with us. If we don’t give our child GEMs throughout the day, he will often start to misbehave. Negative attention in a child’s mind is better than ignored. It is also important to recognize that feelings are neither right nor wrong. They just are. So when your child says, “Mummy, you never spend time with me,” (even though you just played with her) she is expressing what she feels is best at these times to just validate her feelings by saying, “Yeah, I bet it does feel like a long time since we spent time together.”

2. Use Action, Not Words – Statistics say that we give our children over 2000 compliance requests a day! No wonder our children become “parent deaf.” Instead of nagging or yelling, ask yourself, “What action could I take?” For example, if you have nagged your child about unrolling his socks when he takes them off, then only wash socks that are unrolled. Actions speak louder than words.

3. Give Children Appropriate Ways to Feel Powerful – If you don’t, they will find inappropriate ways to feel their power. Ways to help them feel powerful and valued are to ask their advice, give them choices, and let them help you balance your cheque book, cook all or part of a meal, or help you shop. A two-year-old can wash plastic dishes, wash vegetables, or put silverware away. Often we do the job for them because we can do it with less hassle, but the result is that they feel unimportant.

4. Use Natural Consequences – Ask yourself what would happen if I didn’t interfere in this situation? If we interfere when we don’t need to, we rob children of the chance to learn from the consequences of their actions. By allowing consequences to do the talking, we avoid disturbing our relationships by nagging or reminding too much. For example, if your child forgets her lunch, and you don’t bring it to her, you allow her to find a solution on her own and learn the importance of remembering.

5. Use Logical Consequences – Often the consequences are too far in the future to practically use a natural consequence. When that is the case, logical consequences are effective. A consequence for the child must be logically related to the behaviour in order for it to work. For example, if your child forgets to return his video and you ground him for a week, that punishment will only create resentment within your child. However, if you return the video for him and either deduct the amount from his allowance or allow him to work off the money owed, then your child can see the logic to your discipline.

6. Withdraw from Conflict – If your child is testing you through a temper tantrum, or being angry or speaking disrespectfully to you it is best if you leave the room or tell the child you will be in the next room if he wants to “try again.” Do not leave in anger or defeat.

7. Separate the Deed from the Doer – Never tell a child that he is bad. That tears at his self-esteem. Help your child recognize that it isn’t that you don’t like him, but it is his behaviour that you are unwilling to tolerate. In order for a child to have healthy self-esteem, he must know that he is loved unconditionally no matter what he does. Do not motivate your child by withdrawing your love from him. When in doubt, ask yourself, did my discipline build my child’s self-esteem and thereby his character?

8. Be Kind and Firm at the Same Time – Suppose you have told your five-year-old child that if she doesn’t have her shoes on, by the time the timer goes off, you will take her to the car. She has been told she can put her shoes on now or either in the car. Make sure that you leave when you pick her up; yet firm by picking up as soon as the timer goes off without any more discussion. If in doubt, ask yourself, did I motivate through love or fear?

9. Parent with the End in Mind – Most of us parent with the mindset to get the situation under control as soon as possible. We are looking for the expeditious solution. This often results in children who feel overwhelmed. But if we parent in a way that keeps in mind how we want our child to be as an adult, we will be more thoughtful in the way we parent. For example, if we spank our child, he will learn to use acts of aggression or intimidation to get what he wants when he grows up.

10. Be Consistent, Follow Through – If you have made an agreement that your child cannot buy candy when she gets to the store, don’t give in to her pleas, tears, demands of anything. Your child will learn to respect you more if you mean what you say.

I am currently on leave until Monday 14 October but will be at the school Monday, Tuesday and every second Wednesday after that. If you have questions or concerns regarding your child’s social, emotional or educational well-being, please feel free to contact the school and make a time to catch up.

Cheers.

Maria Musumeci – Guidance Officer

Kirwan’s email address: admin@Kirwanss.eq.edu.au
Kirwan School Phone Number - 4799.1888